DOCUMENT RESUME

ED 455 943 PS 029 705

TITLE	Case Stories Offer Practical Training. NCEDL Spotlights Series, No. 21.
INSTITUTION	National Center for Early Development & Learning, Chapel Hill, NC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2000-04-00
NOTE	3p.; Stories an outgrowth of the Case Method of Instruction Outreach Project co-directed by P.J. McWilliam and Pat Snyder.
CONTRACT	R307A60004
AVAILABLE FROM	Frank Porter Graham Child Development Center, University of North Carolina-Chapel Hill, CB#8185, Chapel Hill, NC 27599-8185; Tel: 919-966-0867; Web site: http://www.ncedl.org.
PUB TYPE	Information Analyses (070)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Case Method (Teaching Technique); *Case Studies; *Child Caregivers; *Day Care; Early Childhood Education; *Preschool Teachers; *Staff Development; Teacher Education; World Wide Web

ABSTRACT

Noting that case stories are useful for early childhood teacher preparation and staff development because they present situations likely to be encountered by practitioners, this report provides a sample of the case stories developed through the Case Method of Instruction Outreach Project and available on a Web site for use by practitioners. Each story presents a complex dilemma from the point of view of a practitioner or a group of practitioners, and includes discussion questions. The case stories involve situations such as a biting incident at a child care center, how a child care center struggled to include a child with special needs, and four profiles of families for whom child care or higher quality child care is needed. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 455 943

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NCEDL Spotlights

No. 21 April 2000

Case Stories Offer Practical Training

NCEDL has developed a series of case stories that can be used for early childhood teacher preparation and staff development. The stories are an outgrowth of the Case Method of Instruction Outreach Project co-directed by P.J. McWilliam of the University of North Carolina at Chapel Hill and Pat Snyder of Louisiana State University

Detailed narratives useful in training practitioners for real life

A SERIES OF CASE STORIES, based on real life situations, has been posted on the web site of the National Center for Early Development & Learning. The case stories are narrative descriptions of situations likely to be encountered by practitioners. The stories present a dilemma from the point of view of a practitioner or group of practitioners. The situations are complex, with multiple factors contributing to the problem(s). There is no one obvious solution but, rather, several alternative solutions.

Each case story includes discussion questions.

A biting incident at a child care center

As an example of a case story, here are excerpts from one entitled "Pink Slip:"

"I don't get paid enough to have to put up with this kind of stuff," Stacy said to Tamara while helping two-year-old Samantha with her puzzle. "I was on the phone half the night trying to smooth things over," she continued, pointing to the hole where the apple-shaped puzzle piece was supposed to go.

The little girl put the wooden apple shape on top of the hole and twisted it around until it slipped into place. "Good girl!" praised Stacy, "Now put it away. It's almost time for juice and crackers." She gave Samantha's bottom a gentle pat as she toddled off towards the toy shelf with the puzzle.

"I thought you talked to her yesterday afternoon when she picked Michael up," said Tamara, pouring the children's juice into paper cups and sitting them one at a time on the small table where the 16 toddlers were congregating.

"Well, apparently that wasn't enough," said Stacy, removing little Carly's hands from the basket of oversized Lego blocks on a nearby shelf and directing her to a chair at the snack table. "She had to call me at home and start it all over again," she continued, tousling Carly's dark curls, handing her a graham cracker, and pushing her juice cup within reach. "She was hysterical about it. You'd have thought Michael had been mauled by a pit bull. I can understand her being a little upset about her kid being bitten but, good grief, it didn't even break the skin!"

Tamara rolled her eyes in agreement. "What did she say?"

"Evidently she took him straight to the doctor's office after she left here, cause she said the doctor told her

Case stories on web site

- **Pink Slip**: Child care staff face angry parents over one child's biting.
- **Big Business**: A child care staff member informs an inspector that the children have not been receiving their milk.
- **Jack and Jill—and Sam?**: A child care center struggles to learn how to include a child with special needs.
- **Family Profiles**: Four profiles of families for whom child care/higher quality child care is needed.

PS 029705

BEST COPY AVAILABLE

about how dangerous human bites were—that they can cause serious infections and that sometimes kids can have to be put in the hospital to get intravenous antibiotics. Well, at that point she starts sobbing into the phone....I mean, really!"

"You're kidding?" said Tamara, handing out the last cup of juice. "She was actually crying about it?"

"I kid you not," said Stacy. "Then she goes and gets all huffy about it and—while she's still crying, mind you—she tells me that if anything like that should happen to her poor, sweet, little Michael, she's going to sue Carly's parents for medical expenses."

"I thought she and Carly's mom were friends," said Tamara. "Don't they both belong to some highfalutin' country club or something?"

"Yeah. I thought they were friends, too. It makes you wonder if she's said anything to Carly's mom. My bet is she's being two-faced about it."

"It wouldn't surprise me. What did she expect you to do about it?"

Discussion questions

Each case story is followed by a number of discussion questions. Here are several that accompany the case story involving Carly:

- Are Michael's and Andrew's mothers' reactions to Carly's biting justified? Are their reactions unusual or would other parents be likely to respond in a similar manner?
- In the story, Stacy asks herself why it is that parents react more emotionally to children's biting than to other forms of aggression. Is this true? If so, how would you answer her question?
- The other parents are obviously holding Stacy at least partially responsible for their children being bitten. To what extent, if any, should Stacy feel responsible?

Family profiles

Among the case stories on our web site are four family profiles useful for analyzing service systems and policies that affect the quality of care for young children. Here are summaries of two of the family profiles:

The Green Family: Dorothy Green thought she was finished with raising babies, but now Brianna, her youngest, has lost custody of Jonathan (age 3) and Kisha (10 months) due to neglect. While Brianna is in drug rehabilitation Dorothy is taking care of Jonathan and Kisha, but it's exhausting work. Especially now that Dorothy's other daughter Lynette drops her two children off at Dorothy's three days a week.

The Carter Family: Elaine and Larry Carter hardly see each other anymore. Elaine stays home during the day with William (3) and Elliott (2) while Alicia (6) is at school. Then Elaine does the 4 PM to 12 AM shift at the kitchen appliance factory while Larry takes care of the kids at night. For the first time in years the Carters are finally able to start saving money to buy a home of their own since Elaine's salary no longer goes to pay for child care. But are the monetary savings worth what they're going through?

If you want to know more

Lives in progress: Case stories in early intervention. McWilliam, P.J. (2000). Baltimore, MD: Paul H. Brookes.

Direct link to case stories web page: **www.fpg.unc.edu/~ncedl/PAGES/prdcts.htm** and scroll down to case stories. These case stories are an outgrowth of the Case Method of Instruction Outreach Project, which may be found at **www.cmiproject.net**

NCEDL is administratively housed at the University of North Carolina at Chapel Hill. In addition to UNC-CH, partners in NCEDL are the University of Virginia and the University of California at Los Angeles. This project is supported under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education **www.ed.gov/offices/OERI/ECI/**, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this *Spotlight*; we ask that you acknowledge the authors of the paper on which this *Spotlight* is based and NCEDL.

For more information, contact Loyd Little at 919-966-0867 or email loyd_little@unc.edu
Visit our web site at www.ncedl.org

BEST COPY AVAILABLE